



Boston Preparatory Charter Public School

SY26 January Additional Governance Meeting

Published on January 20, 2026 at 11:04 AM EST

Amended on January 27, 2026 at 8:54 AM EST

Date and Time

Wednesday January 21, 2026 at 10:00 AM EST

Location

<https://bostonprep-org.zoom.us/j/6842807314>

The public is welcome to attend any meeting of Boston Prep's Board of Trustees or its subcommittees. If communication assistance or any other accommodations are needed to ensure equal participation, please contact Lily Jewell at ljewell@bostonprep.org at least two (2) business days prior to the meeting. Any changes in the agenda will be posted on Boston Prep's website and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

Boston Prep does not discriminate on the basis of race or color, religion, sex, sexual orientation, gender identity or expression, disability, age, country of ancestral origin, or veteran status in administration of its admissions or educational policies, curricular programs, other school-administered programs, or in its hiring and employment practices in accordance with applicable Federal and Massachusetts laws and regulations

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
A. Record Attendance		Sarah James	1 m
B. Call the Meeting to Order		Sarah James	1 m

	Purpose	Presenter	Time
C. Approve Minutes Approve minutes for SY26 Additional Governance Meeting on September 17, 2025	Approve Minutes	Sarah James	1 m
D. Approve December Governance Minutes	Approve Minutes	Sarah James	1 m
II. Board Planning 10:04 AM			
A. Board Composition Analysis & Trustee Pipeline Purpose: Assess current Board composition against strategic and governance needs. Materials: Board Composition Matrix; Skills & Demographics Snapshot. Discussion: Gaps, overrepresentation, succession risks. Action: Align on priority profiles for recruitment.	Discuss	Sarah James	20 m
B. New Trustee Recruitment Purpose: Review and advance proposed trustee candidate(s). Materials: Candidate profile(s), interview summary. Action: Vote to recommend candidate(s) to the full Board.	Discuss	Sarah James	15 m
III. Governance 10:39 AM			
A. Trustee Onboarding System Approval Purpose: Ensure consistent, high-quality onboarding for new trustees. Materials: Draft Trustee Onboarding Checklist. Action: Vote to approve onboarding checklist.	Vote	Lily Jewell	5 m
B. Trustee Roles & Responsibilities Update Purpose: Clarify expectations and reinforce strong governance norms. Materials: Revised Trustee Roles & Responsibilities document. Action: Vote to approve updated roles and responsibilities	Vote	Sarah James	5 m
C. Trustee Accountability Framework Purpose: Establish a clear structure for trustee engagement, follow-up, and accountability. Materials: Trustee Accountability Matrix. Discussion: Role of Board Chair and Governance Chair in monitoring and follow-up.	Discuss	Sarah James	10 m

	Purpose	Presenter	Time
Action: Vote to adopt accountability framework.			
IV. Closing Items			10:59 AM
A. Adjourn Meeting	Vote	Sarah James	1 m

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for SY26 Additional Governance Meeting on September 17, 2025

APPROVED



Boston Preparatory Charter Public School

Minutes

SY26 Additional Governance Meeting

Date and Time

Wednesday September 17, 2025 at 4:00 PM

Location

<https://bostonprep-org.zoom.us/j/7171526696>

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Committee Members Present

B. Jones (remote), C. Newton (remote), J. Johnson (remote), K. Borchert (remote), M. Gametchu (remote), S. James (remote)

Committee Members Absent

None

Guests Present

L. Jewell, M. Sanon (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

L. Jewell called a meeting of the Governance Committee of Boston Preparatory Charter Public School to order on Wednesday Sep 17, 2025 at 4:00 PM.

C. Approve Minutes

D. Public Comment

E. Icebreaker

Conducted icebreaker to create warm tone

II. Governance

A. Board ED Evaluation

Governance presented a summary of the ED evaluation. Board is going to amend ED eval using the MCAS results. There was questions about staff retention and student retention. And the commitment was to have the Chief People Officer present these trends in the following governance meeting. There were questions about the retention of veteran teachers.

B. ED Self Reflection

Meekerley presented what she was most proud of specifically the implementation of systems in the schools and the creation of academic outcomes implementation strategy. This takes time and happens with commitment to systems.

C. SY26 Looking Forward

Ran out of time. Bumping to future meeting.

D. ED Strategic Questions

Ran out of time. Bumped to future meetings.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,
S. James

Coversheet

Approve December Governance Minutes

Section: I. Opening Items
Item: D. Approve December Governance Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for SY26 Governance Committee Meeting #2 on December 3, 2025

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BOSTON PREP

Boston Preparatory Charter Public School

Minutes

SY26 Governance Committee Meeting #2

Date and Time

Wednesday December 3, 2025 at 3:30 PM

The public is welcome to attend any meeting of Boston Prep's Board of Trustees or its subcommittees. If communication assistance or any other accommodations are needed to ensure equal participation, please contact Lily Jewell at ljewell@bostonprep.org at least two (2) business days prior to the meeting. Any changes in the agenda will be posted on Boston Prep's website and will be electronically filed with the secretary of state at least forty-eight (48) hours in advance of the meeting.

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Committee Members Present

B. Jones (remote), C. Newton (remote), J. Johnson (remote), K. Borchert (remote), M. Gametchu (remote)

Committee Members Absent

S. James

Guests Present

L. Curry (remote), L. Jewell (remote), M. Sanon (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Borchert called a meeting of the Governance Committee of Boston Preparatory Charter Public School to order on Wednesday Dec 3, 2025 at 3:34 PM.

C. Approve Minutes

J. Johnson made a motion to approve the minutes from SY26 Governance Committee Meeting #1 on 09-22-25.

C. Newton seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

B. Jones	Absent
J. Johnson	Aye
C. Newton	Aye
M. Gametchu	Aye
S. James	Absent
K. Borchert	Aye

II. Board Planning

A. Dec 12 Board of Trustee Meeting Agenda Overview

We have a board meeting next week on Friday December 12th, we want to preview the agenda to make sure what we are talking about makes the most sense. Updates for this agenda is that we added a lot of things to consent agenda. Key questions: is there anything in consent agenda that you think should not be in consent agenda? Currently we have policy approval for Title IX and Competency Determination & Graduation requirements, committee memos, board minutes, an ED memo about progress and strategic board metrics. Question was asked about what is consent agenda vs. pre-reads. And to attach the pre-reads separately to the email.

We discussed executive session being added to the end. The timing of the agenda needs to be adjusted. We discussed shortening the finance portion, and adding a finance meeting before the next meeting to ensure enrollment concerns are relayed to the board. But info will be updated

Discussed adjusting time:

- cut 5 minutes from governance
- cut finance time

Adjust order: school update first, human capital, get rid of dev section, governance, and go into executive session

B. New Trustee Recruitment

Discussed where new trustee recruitment currently stands. We are trying to be more proactive about new trustees to join the board. Governance chair and Meekerley have met with all prospective trustees. As governance, we need to discuss how many people we want to join the board now or at the end of the year.

K. Borchert made a motion to Recommend new trustees to the board.

C. Newton seconded the motion.

The committee **VOTED** to approve the motion.

C. Human Capital Update

Meekerley introduced Lovette Curry to the governance committee. Lovette now oversees the human capital branch of Boston Prep. She gave a high level overview of the current state. Bottomline, FY25 critical turning point with retention increasing 10 percentage points to 59% signaling early stabilization after years of organizational transformation. 59% retention rate represents first meaningful improvement in four years, up from 49% in SY24. The majority of exits were desired attrition. Desired attrition is defined as if they received an offer letter we hoped they would return. Teacher tenure reached 3.1 years which is the highest it has been in 5 years. The retention rate is aligned with charter schools that are in transition. The goal is to get to 65-70%.

Question was posed about how retention rates differ based on role at the school. There was analysis breakdown down of each category. The focus is on student facing roles and manager roles. But the organizational stability. Question was asked about why the teacher tenure dropped to 2.4 this fiscal year. Question was asked about how many teachers we have.

Board is interested in how the teacher talent corresponds with the student outcomes.

Exit survey data was presented-- 44 exits, 10 responses were submitted. 70% of exits responded there were culture concerns that led them to lead. There were strengths such as student centered, mission drive, and unique college persistence model. Opportunities for growth that were presented were leadership structure, systems & stability, academic systems, and culture & trust. Using this data some strategic recommendations that are being implemented are streamlining leadership structure, establish system predictably, strengthen onboarding development, build Multi tiered support systems and academic systems, and rebuilding trust and culture.

Questions were posed about what the pillar we are going to focus on. And how the team was going to rebuild trust from school leaders. There have been a lot of effort to make sure all teams know about success looks like. They have cleaned up job descriptions and job goals, and make sure they are in writing. As well as staff have received 2x2.

In terms of getting a pulse on getting team feelings, how are we getting a pulse on that throughout the year? Do we have a sense on how that is going this year in terms of trust? The board would like to see the quarter 1 results.

The board requested to see slides with human capital data and best way to pull the data.

III. Governance

A. Policy Updates

K. Borchert made a motion to Recommend the Competency Determination Policy to the Board.

C. Newton seconded the motion.

The committee **VOTED** to approve the motion.

B. Grade Span Update

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:30 PM.





Respectfully Submitted,
S. James

Coversheet

Board Composition Analysis & Trustee Pipeline

Section:	II. Board Planning
Item:	A. Board Composition Analysis & Trustee Pipeline
Purpose:	Discuss
Submitted by:	
Related Material:	pdfReport.pdf

Skills Summary

-  Sufficient Expertise
  Insufficient Expertise
 Minimal Expertise
  Insufficient Data

	FY25-26	FY26-27	FY27-28	FY28-29
Academic Excellence				
Development				
Facilities				
Finance				
Governance				
Human Resources				
Key Qualities				

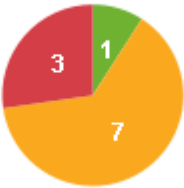



Academic Excellence

Very Experienced Some Experience No Experience

People with experience									
Understanding of how data is used to close the achievement gap	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>3</td></tr><tr><td>Some Experience</td><td>7</td></tr><tr><td>No Experience</td><td>1</td></tr></table>	Experience Level	Count	Very Experienced	3	Some Experience	7	No Experience	1
Experience Level	Count								
Very Experienced	3								
Some Experience	7								
No Experience	1								
Strong analytical skills	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>9</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>0</td></tr></table>	Experience Level	Count	Very Experienced	9	Some Experience	2	No Experience	0
Experience Level	Count								
Very Experienced	9								
Some Experience	2								
No Experience	0								
Life experience using data to solve problems in education or other fields	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>7</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>2</td></tr></table>	Experience Level	Count	Very Experienced	7	Some Experience	2	No Experience	2
Experience Level	Count								
Very Experienced	7								
Some Experience	2								
No Experience	2								
Familiarity with state and national assessments	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>4</td></tr><tr><td>Some Experience</td><td>5</td></tr><tr><td>No Experience</td><td>2</td></tr></table>	Experience Level	Count	Very Experienced	4	Some Experience	5	No Experience	2
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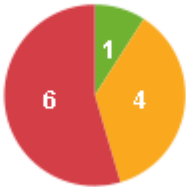

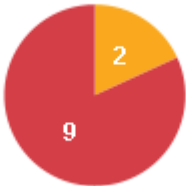
Development

Very Experienced Some Experience No Experience

People with experience									
Experience building/scaling a sustainable nonprofit fundraising program	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>7</td></tr><tr><td>No Experience</td><td>3</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	7	No Experience	3
Experience Level	Count								
Very Experienced	1								
Some Experience	7								
No Experience	3								
Experience cultivating/soliciting high net worth individuals	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>5</td></tr><tr><td>No Experience</td><td>4</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	5	No Experience	4
Experience Level	Count								
Very Experienced	2								
Some Experience	5								
No Experience	4								
Event planning	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>4</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>No Experience</td><td>3</td></tr></table>	Experience Level	Count	Very Experienced	4	Some Experience	4	No Experience	3
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Some Experience	4								
No Experience	3								
PR & marketing	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>7</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	2	No Experience	7
Experience Level	Count								
Very Experienced	2								
Some Experience	2								
No Experience	7								

Facilities

Very Experienced Some Experience No Experience

People with experience									
Facility financing	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	4	No Experience	6
Experience Level	Count								
Very Experienced	1								
Some Experience	4								
No Experience	6								
Supervising complex facilities projects	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>7</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	7
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Real estate law	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>0</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>9</td></tr></table>	Experience Level	Count	Very Experienced	0	Some Experience	2	No Experience	9
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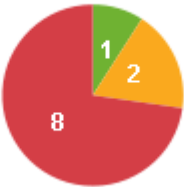

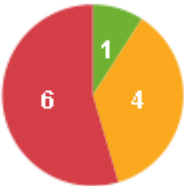
Finance

■ Very Experienced
 ■ Some Experience
 ■ No Experience

People with experience									
CFO	<table border="1"> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>3</td> </tr> <tr> <td>No Experience</td> <td>7</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	7
Experience Level	Count								
Very Experienced	1								
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No Experience	7								
Accounting/Bookkeeping	<table border="1"> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>5</td> </tr> <tr> <td>No Experience</td> <td>5</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	5	No Experience	5
Experience Level	Count								
Very Experienced	1								
Some Experience	5								
No Experience	5								
CPA	<table border="1"> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>1</td> </tr> <tr> <td>No Experience</td> <td>9</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	1	No Experience	9
Experience Level	Count								
Very Experienced	1								
Some Experience	1								
No Experience	9								
Financial policies and controls	<table border="1"> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>1</td> </tr> <tr> <td>Some Experience</td> <td>3</td> </tr> <tr> <td>No Experience</td> <td>7</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	7
Experience Level	Count								
Very Experienced	1								
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No Experience	7								
Long-range budget planning/forecasting	<table border="1"> <thead> <tr> <th>Experience Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Very Experienced</td> <td>3</td> </tr> <tr> <td>Some Experience</td> <td>4</td> </tr> <tr> <td>No Experience</td> <td>4</td> </tr> </tbody> </table>	Experience Level	Count	Very Experienced	3	Some Experience	4	No Experience	4
Experience Level	Count								
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Governance

Very Experienced Some Experience No Experience

People with experience									
Previous experience with creating board development processes	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>2</td></tr><tr><td>No Experience</td><td>8</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	2	No Experience	8
Experience Level	Count								
Very Experienced	1								
Some Experience	2								
No Experience	8								
Previous nonprofit governance experience	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>7</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	3	No Experience	7
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Experience finding and recruiting trustees	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>1</td></tr><tr><td>Some Experience</td><td>4</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	1	Some Experience	4	No Experience	6
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Human Resources

Very Experienced Some Experience No Experience

People with experience									
Employee policies and procedures	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>5</td></tr><tr><td>No Experience</td><td>4</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	5	No Experience	4
Experience Level	Count								
Very Experienced	2								
Some Experience	5								
No Experience	4								
CEO annual reviews	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>3</td></tr><tr><td>No Experience</td><td>6</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	3	No Experience	6
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Employee benefits	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>5</td></tr><tr><td>No Experience</td><td>4</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	5	No Experience	4
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Performance management	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>4</td></tr><tr><td>Some Experience</td><td>6</td></tr><tr><td>No Experience</td><td>1</td></tr></table>	Experience Level	Count	Very Experienced	4	Some Experience	6	No Experience	1
Experience Level	Count								
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Some Experience	6								
No Experience	1								
Recruiting	 <table><tr><th>Experience Level</th><th>Count</th></tr><tr><td>Very Experienced</td><td>2</td></tr><tr><td>Some Experience</td><td>7</td></tr><tr><td>No Experience</td><td>2</td></tr></table>	Experience Level	Count	Very Experienced	2	Some Experience	7	No Experience	2
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Key Qualities

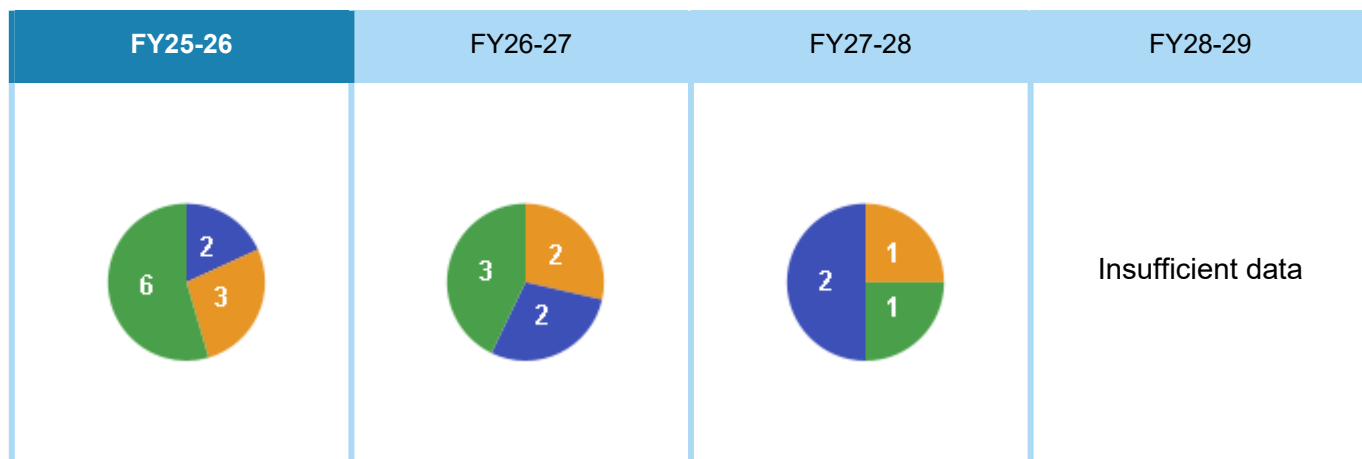
Very Experienced Some Experience No Experience

	People with experience
Excel at group process and facilitation	<p>A pie chart with two segments: an orange segment labeled '5' and a green segment labeled '6'.</p>
Startup Temperament	<p>A pie chart with three segments: a red segment labeled '2', a green segment labeled '3', and an orange segment labeled '6'.</p>
Problem solving skills	<p>A pie chart with two segments: an orange segment labeled '3' and a green segment labeled '8'.</p>

DEMOGRAPHICS

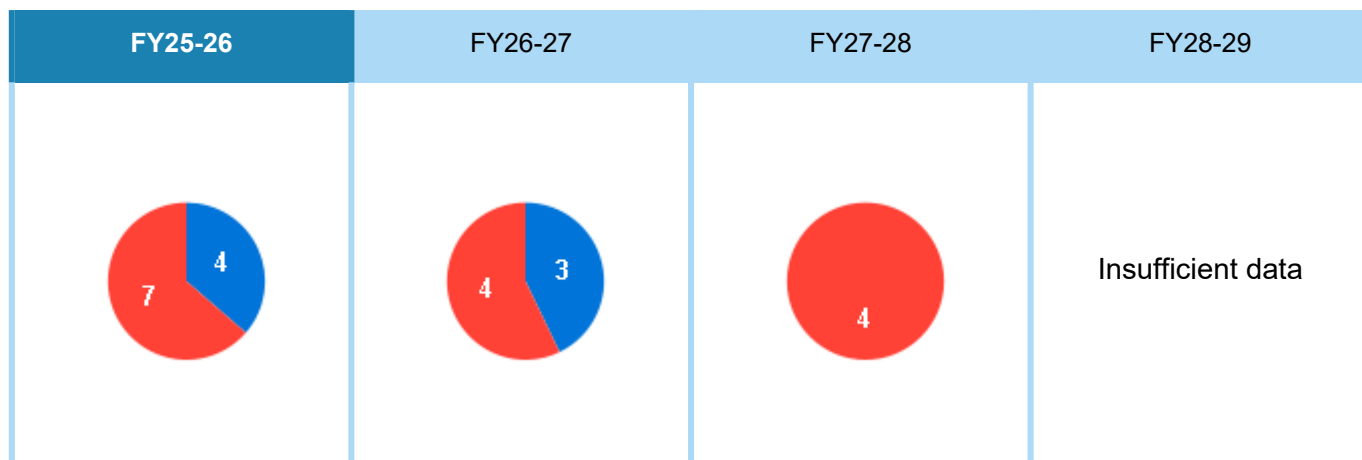
Age

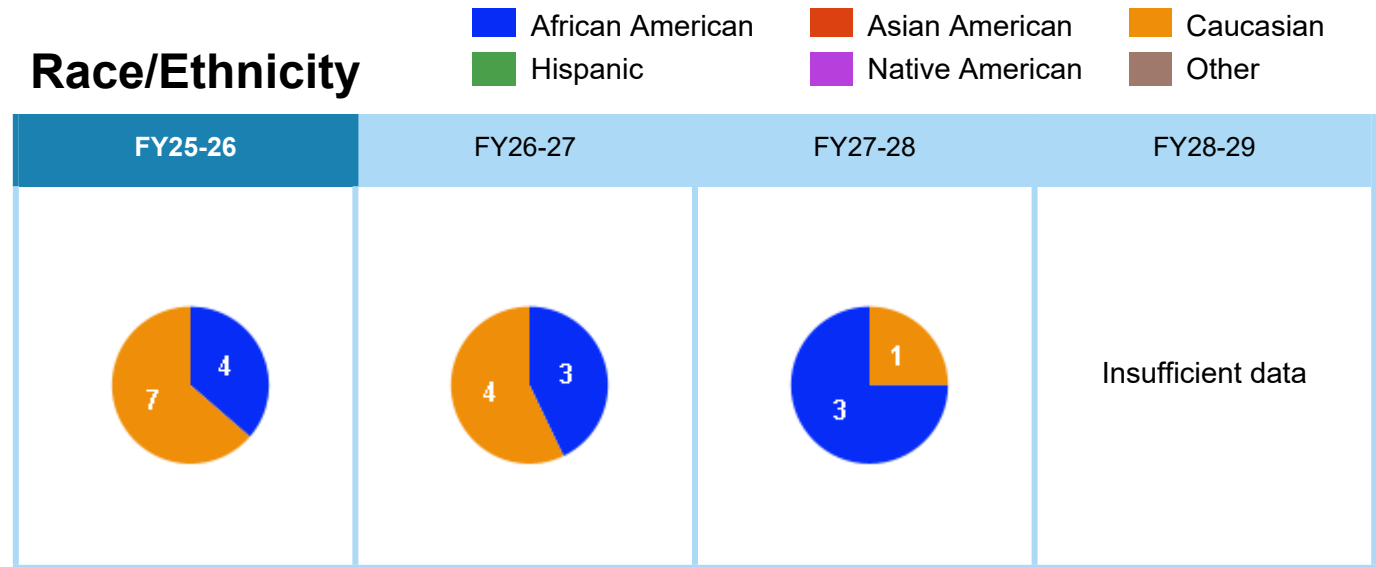
Under 26 26-35 36-45
46-55 56-65 66+



Gender









Female Non-Binary
Male Prefer not to say





MEMBERS

Members	Terms	Demographics Completed	Skills Completed
Bryant Jones	2: 06/30/2023 - 06/30/2026		
Claire Newton	3: 06/30/2023 - 06/30/2026		
David Russell	1: 06/30/2024 - 06/30/2027		
Jeanette Nobles	1: 12/19/2025 - 06/30/2028		
Jon Beck	1: 06/30/2024 - 06/30/2027		
Josh Johnson	2: 06/30/2025 - 06/30/2028		
Jovinson Ripert	2: 06/30/2023 - 06/30/2026		
Katheline Dumornay	1: 12/19/2025 - 06/30/2028		
Kim Borchert	2: 06/30/2025 - 06/30/2028		
Mayeti Gametchu	1: 06/30/2024 - 06/30/2027		
Natalie Branch-Lewis	3: 06/30/2025 - 06/30/2028		

Sarah James	3: 06/30/2023 - 06/30/2026		
Thomas Huff	1: 06/30/2024 - 06/30/2027		
Vanessa Centeio	1: 12/19/2025 - 06/30/2028		
Vanessa Lipschitz	2: 06/30/2023 - 06/30/2026		

Coversheet

New Trustee Recruitment

Section:	II. Board Planning
Item:	B. New Trustee Recruitment
Purpose:	Discuss
Submitted by:	
Related Material:	Trustee HeatMap - Trustee Pipeline (1).pdf _SY26 Boston Prep New Trustees (External) (1).pdf Sari Laberis_Resume_2025.pdf PS- HendricksAshleyResume.docx (4) (1).pdf Copy of kris a. taylor ed.d (4).pdf Benjamin Feit Resume (Boston Prep).pdf

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SY26 Boston Prep New Trustees

External Trustee

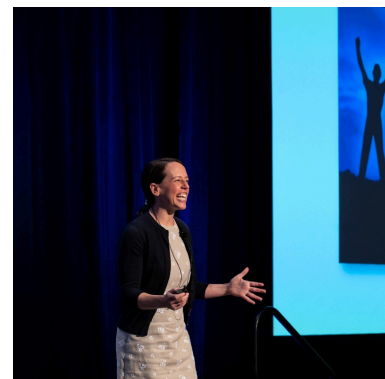
Sari Laberis

Bio: Sari Fromson Laberis is the Executive Operations Director, Sales at Curriculum Associates, where she drives cross-functional operational efficiency by building company-wide playbooks and communication frameworks that align executive vision with on-the-ground execution. In this role, she partners with senior leaders as a strategic advisor, synthesizing data, KPIs, and business insights to guide decision-making and improve productivity and employee engagement across the organization.

Previously, Sari led the Educator Community team, overseeing Curriculum Associates' content channels including the blog, podcast, and social media, while spearheading Extraordinary Educators advocate programs and launching the Extraordinary Educators podcast to amplify educator voices. Prior to that, she earlier founded and scaled the Marketing Operations team, managing a twelve-person team to streamline systems and training across a 200-person marketing organization, and previously led social communications and educator success initiatives for the company.

Before joining Curriculum Associates, Sari spent seven years at Uncommon Schools as a founding elementary teacher in Brooklyn, middle school math teacher in Boston, and instructional leader for the network. Her third graders achieved 100% proficiency in mathematics and 80% proficiency in ELA on the 2014 New York State Exam, ranking number one in the state, and her fifth and sixth graders at Roxbury Prep achieved a student growth percentile of 92% on the Massachusetts MCAS. She went on to serve as a School Support Specialist on Uncommon's Curriculum & Assessment Team, coaching teachers, developing network-wide curriculum and assessments, and facilitating professional development for teachers and leaders.

Sari earned her B.S. in Psychology and Educational Studies with honors from Trinity College and her M.S. in Education from Hunter College. She lives in Weston, Massachusetts, with her husband, two daughters, and golden retriever, and enjoys time with family, Peloton rides, and traveling.





Kris Taylor

Bio:

Dr. Kris Taylor is an experienced educator who works to achieve educational equity for all students and strong learning environments for all adults. Kris is the Director of Educational Leadership for the Center for Behavioral Health, Equity and Leadership in Schools at William James College (WJC) where she is also the director of the Graduate Certificate in School Leadership (GCSL) focused on Racial Understanding, Educational Equity and Organizational Transformation. GCSL is an aspiring principal program where students earn 18 graduate credits and state licensure to serve as a principal or assistant principal. Kris is a former manager at the Massachusetts Department of Elementary and Secondary Education (DESE), where she collaborated with school leadership teams and district teams to improve outcomes for all students while executing DESE policies outlined in the Massachusetts General laws. Prior to her work at DESE, Kris was a district leader for Boston Public Schools (BPS). As the Director of Leadership Development, she collaborated with an array of stakeholders, including superintendents, school leaders and partners to design and implement inquiry-based, ongoing professional learning experiences for Boston school principals. Her role also included creating and implementing a rigorous district hiring process to identify strong candidates to facilitate school-based hiring of school leaders. In addition, she created and implemented a series of sessions on diverse hiring practices. This initiative helped BPS to reach its diverse hiring goals for two consecutive years. Prior to district leadership, Kris was a school principal in Boston where she merged two school communities into a single K-8 school where academic achievement began to improve under her team's leadership.

More recently, Kris was the lead writer and project lead for a renewable 1.175 million dollar grant awarded to William James College (WJC) in 2023. This initiative focused on teacher diversification and addressing working conditions and school cultures that can serve as barriers to attracting and retaining talent.

Kris is also a graduate of DESE's Influence 100 program, which is designed to improve the percentage of superintendents who identify as people of color across Massachusetts.





Benjamin Feit

Benjamin Feit brings 15 years of experience fusing his background in law, educational leadership and nonprofit management to help mission-driven organizations amplify their impact. As a senior executive at a Harlem nonprofit, Ben spearheaded a national expansion effort that catalyzed the creation of thousands of high-quality seats in Title I schools. While serving in central office and campus-based leadership roles, he strengthened the organization's capacity to be successful at scale by partnering with key internal and external stakeholders across the country to secure sustainable resources, fashion regionally responsive operational support systems, cultivate durable constituencies, and ensure effective governance.

Before joining Kittleman & Associates, Ben dedicated his career to promoting equity-driven innovation within public education systems. He has served as a trusted advisor to state and local education agencies, statewide charter support organizations, charter schools and networks, private foundations, university-based consultancies, and education innovation nonprofits. He has helped these organizations train board members and leaders, develop and execute multi-year strategic plans, implement and evaluate large-scale initiatives to address persistent opportunity and achievement gaps, and generate over \$500 million in competitive grants from public and private funding sources.

Ben is a part-time faculty member in the Educational Leadership & Policy Studies program at Boston University's Wheelock College of Education & Human Development. Before transitioning to a career in education, he clerked for the Honorable Anthony J. Scirica on the United States Court of Appeals for the Third Circuit. Ben has a BA from Yale, a JD from Duke University School of Law, and both an MEd and an EdD from Columbia University (Teachers College). He lives in the Boston area with his wife and two daughters.





Ben Sacks

Bio:

Benjamin Sacks is a leader with over 10 years of experience spanning technology, education, and nonprofit development. He currently serves as a Career Advisor with Pay Forward Coaching, where he supports professionals navigating career transitions, growth, and advancement.

Most recently, Benjamin worked at ZoomInfo as a Senior Strategic Customer Success Manager, partnering with some of the company's largest and most complex B2B accounts. In this role, he focused on retention, value realization, and long-term customer strategy, helping clients optimize ROI through data-driven insights and tailored engagement. Prior to ZoomInfo, Benjamin held senior account management and leadership roles at NetSuite and CarGurus, where he led teams, managed enterprise relationships, and drove customer satisfaction and revenue growth.

Earlier in his career, Benjamin worked in nonprofit development as Director of Annual Giving at Dana Hall School, Associate Director of Parent Development at Boston College, Assistant Director at Harvard Law School, and Assistant Director of Annual Fund Leadership gifts at Boston University. During these endeavours he led fundraising strategy, donor engagement, and annual fund growth. He brings this blended background in fundraising, relationship management, and strategic advising to his work across sectors.

Benjamin holds an MBA from Babson College and a Master's degree in Marketing & Advertising from Boston University. He is based in Greater Boston and currently serves on the Development Committee at Boston Prep, supporting the school's mission and fundraising efforts.





Ashley Tierra Hendricks

Ashley Tierra Hendricks is the Founder and CEO of Equidigm, a consulting firm that supports school and system leaders to disrupt student learning inequities by building and sustaining strong instructional improvement systems.

As an educator, strategist, and system-builder, Ashley has a long-standing commitment to advancing equity through instructional excellence across the nation. Before founding Equidigm, she served as a high school English teacher, culturally responsive instructional coach, elementary school principal, principal mentor, and district-level liaison in Boston.

Ashley also continues to advise on national and state-level initiatives focused on education policy, instructional pragmatism, equitable representation in books, and Historically Black Colleges and Universities. Notable engagements include her [2019 TEDx Boston College talk, “*Language as the Ultimate Currency*,”](#) and her speaking and cabinet work with the Massachusetts Department of Elementary and Secondary Education.

When she’s not supporting systems in becoming what learners deserve, Ashley can usually be found reading Black girl fiction, decorating her family’s new home, or traveling the world. Her greatest joys are found with her husband, Robert Hendricks, their daughter, Amiah, and their energetic Yorkiepoo, Oreo.





Kurt Faustin

Kurt Faustin is a speaker, strategist, and the CEO and Founder of The Dropout Academy, a data-informed personal and career development organization focused on helping people turn stress into resilience and emotional intelligence into measurable performance. Through keynotes, workshops, and large-scale events like the Dropout Summit, Faustin works with educational institutions, workforce programs, nonprofits, and corporate audiences to build leadership capacity, reduce burnout, and improve outcomes across communities and organizations.

Under his leadership, The Dropout Academy has partnered with more than 100 institutions — from schools to Fortune 500 companies — to help individuals and teams move beyond survival mode and into intentional growth. His approach emphasizes emotional wellness as foundational to performance, with practical frameworks and tools designed to foster self-awareness, resilience, and long-term success.

Faustin’s work extends beyond the academy; he has delivered workshops and talks on emotional intelligence, goal setting, and mindset for diverse audiences, including community colleges and workforce development programs, and his Dropout Summit draws educators, leaders, entrepreneurs, and advocates to engage with actionable strategies for personal and professional development.

Rooted in lived experience and a belief that traditional education often overlooks essential life skills, Faustin’s mission is to help individuals and organizations “drop out of limiting mindsets” so they can graduate to their fullest potential — personally and professionally



Sari Fromson Laberis**EXPERIENCE****Curriculum Associates***Executive Operations Director, Sales*

January 2025 – Present

- Drove cross-functional operational efficiency by building and implementing standardized playbooks and communication frameworks used company-wide to align executive goals with department execution
- Partnered with senior leaders to design and execute strategic initiatives that improved organizational productivity and employee engagement, resulting in measurable gains in process adoption and business outcomes
- Served as strategic advisor and liaison for the executive team, synthesizing data, KPIs, and business insights to inform decision-making and ensure transparent, effective communication across departments

Educator Community, Director (formerly Associate Director)

July 2022 – December 2024

- Owned CA's content channels (blog, podcast, social media) and promotion
- Spearheaded Extraordinary Educators advocate programs including event planning and advisory board creation
- Amplified educator voices through advocate stories, case studies, media features, and inbox management
- Created internal systems for educator engagement opportunities and advocate quotes
- Launched Extraordinary Educators podcast
- Supported creation and implementation of CA's new meeting norms

Marketing Operations, Senior Manager

July 2021 – July 2022

- Managed a team of 12, built from scratch, to maximize efficiencies and systems across the marketing department
- Reorganized marketing project management platform to eliminate roadblocks and frustration
- Reestablished norms such as meeting norms and adhering to deadlines (project competition on time went from 30% to 98%)
- Led weekly marketing trainings for the entire marketing team (~200 employees) to teach best practices and product knowledge

Senior Social Communications Manager

September 2019 – July 2021

- Owned CA's Social Media Strategy, including building brand awareness, establishing leadership in corporate space, reporting
- Created publishing schedule for six social media platforms, and engaged and responded to followers across channels
- Grew CA's following to over 75k
- Created internal tagging system to share content across internal teams, and monitored for key words and mentions
- Founded and managed internal content sharing platform, increasing internal advocates to over 100 employees
- Trained over 100 employees in social media etiquette, how to grow their following, and how to support their educators across Twitter and LinkedIn
- Led external advocate program, Extraordinary Educators, supporting events, communications, and the podcast
- Collaborated with various internal teams such as Educator Success, Product Marketing, Digital Marketing, Growth Marketing, Assessment, Government Relations, and National Directors to curate content and share product updates
- Promoted CA's product strategy via social media, including new initiatives such as participating in the Science of Reading, and a product launch

Educator Success Manager

July 2017 – September 2019

- Created and Support management of Curriculum Associate's Instagram, Facebook, Florida Facebook, and Twitter channels
- Curated user-generated content for social media, and printed and digital resources
- Curated content and manage *i-Ready Central Ideas*, a database for educators to learn best practices from one another
- Co-created and operationalized Extraordinary Educators, Curriculum Associate's first advocate program
- Engaged educators through emails, social media, and focus groups to generate feedback for products and resources
- Created and update *i-Ready* implementation resources for thousands of educators
- Wrote, edited and managed hundreds of *i-Ready* resources to reflect updated product features and messaging
- Collaborate with field teams to ensure resources reflect market needs

Uncommon Schools

Summer 2015 – July 2017

Leadership Council Director

Winter 2022 – Present

School Support Specialist

- Visited schools weekly to coach teachers, provide in-the-moment feedback, and create instructional plans
- Created Uncommon network-wide ELA and Math Interim Assessments aligned to PARCC or the NYS Exam
- Created Grades 4 and 5 Math Common Core-aligned curriculum used by the network
- Facilitated PD at network-wide professional development sessions for elementary and middle school teachers and leaders
- Supported Camden Prep Elementary School bi-weekly to ensure a successful turn-around

Roxbury Prep Lucy Stone, Uncommon Schools Charter School, Boston, MA

Fall 2014 – Spring 2015

Fifth Grade Math Teacher

- Highest average among all 5th grade cohorts on the Uncommon network-wide assessments

Fifth Grade Level Chair

- Facilitated meetings, provided feedback to teachers, and ensured collaboration on the team

Instructional Coach

- Observed and coached three math teachers

Leadership Prep Ocean Hill, Uncommon Schools Charter School, Brooklyn, NY

Fall 2010 – Spring 2014

Founding Third Grade Lead Teacher

Fall 2012 – Spring 2014

- 3rd Grade 2014 NY State Exam scores: Class achieved 100% advanced/proficient scores, 86% advanced, on Mathematics Exam (City score: 33% advanced/proficient); Class achieved 80% advanced/proficient scores on ELA Exam – Ranked #1 Charter School in NYC for Math
- 3rd Grade 2013 NY State Exam scores: Class achieved 80% advanced/proficient scores, 50% advanced, on the Mathematics Exam (District score: 11% advanced/proficient); Class achieved 62% advanced/proficient scores on the ELA Exam (District score: 13% advanced/proficient)
- Videotaped as expert teacher for Teach Like a Champion and Uncommon professional development workshops
- Taught Read Aloud, Reading Comprehension, Guided Reading, Writing, and Math
- Increased class math average from 46% to 87% as measured by the Uncommon Schools Grade 3 Interim Math Assessments, with 93% of scholars scoring above 75% on final assessment
- Observed co-teacher and new teachers to provide instructional support
- Tutored a small group of scholars in ELA and Math to prepare for NY State Exam
- Edited third grade informational reading comprehension lesson plans
- Updated third grade read aloud and reading comprehension lesson plans

Fall 2012 – Spring 2013

Fall 2013 – Spring 2014

Founding First Grade Co-Teacher

Fall 2010 – Spring 2012

- Taught Reading Mastery, Science/Social Studies, Math Meeting

Science/Social Studies Curriculum Planner

Fall 2010 – Spring 2013

- Curriculum Leader: Chaired meetings to increase rigor of instruction
- Created lesson plans for Grade 1 and provided feedback for Science/Social Studies plans for Kindergarten through Grade 3

Facilitator for Professional Development Sessions

Summer 2011 – Spring 2014

- Designed and led school professional development sessions for teachers

EDUCATION

Hunter College, New York, NY (GPA: 3.97)

Masters of Science in Education – Certification: Childhood Education NY State

June 2012

Trinity College, Hartford, CT (GPA: 3.58)

Bachelor of Science in Psychology and Educational Studies with honors

May 2010

- Faculty Honors:** Fall 2008 – Spring 2010
- Honors Thesis:** The culture of student drug use during the school day in an urban school system
- Award:** Jonathan Levin Prize in Education – for superior achievement and commitment to teaching disadvantaged youth

OTHER EXPERIENCE

Trinity College, Hartford, CT

Teaching Assistant

Fall 2009 – Spring 2010

- Assisted Analyzing Schools (Education) and Abnormal Psychology (Psychology) courses

Assistant Teacher: Trinity College Child Center

September 2008 – May 2009

- Assisted in pre-school classroom for children ages 4-5.

Research Assistant: SmartChoices

September 2009 – May 2010

- Attended parent workshops to facilitate use of SmartChoices, a website designed to educate parents about school choice

Rising Stars Mentor

Fall 2007 – Spring 2008

- Mentored an eighth-grade student at Hartford Magnet Middle School through volunteer program

Admissions Office Associate

Fall 2007 – Spring 2010

- Gave campus tour to high school students and football recruits

Kappa Kappa Gamma member

Fall 2007 – Present

- Vice President of Organization (January 2009 – May 2010):* Created chapter calendar, established chapter committees

- Public Relations Chair (Spring – Fall 2008):* Developed chapter newsletter, designed and launched chapter website

Trinity College Women's Tennis Team member

Fall 2007 – Fall 2008

Connecticut Children's Medical Center School, Hartford, CT

September – December 2008

- Assistant Teacher:* Classroom of children ages 10-13 with severe mental, emotional, and psychological disorders.

Institute for Community Research, Hartford, CT

January 2009 – May 2010

- Intern:* Recruited subjects and composed write-ups examining relationship between drug use and high-risk behavior.

Ashley Tierra Hendricks

12811 Hallwood Place

Fort Washington, Maryland 20744

Email: ashley@consultingwithashley.com | LinkedIn: <https://www.linkedin.com/in/ashley-tierra-davis/>

EXECUTIVE SUMMARY

A lifelong educator and principal consultant with over 15 years of experience supporting thousands of diverse stakeholders, Ashley has a professional legacy of equity-driven change in PK-12 school systems and collegiate institutions as well as community and social organizations. An award-winning former high school teacher and former elementary school lead principal turned current system strategist and leadership development coach/ facilitator, Ashley has demonstrated an ability to leverage a wide range of data in order to create sustainable structures and state policies that result in improved outcomes for all people— with an emphasis on increased access for people from historically marginalized backgrounds.

POST-SECONDARY & SYSTEMWIDE EDUCATION EXPERIENCE

Adjunct Faculty Member & Education Equity Consultant

June 2024- Present

University of Massachusetts Lowell

- Facilitated the learning of PK-12 teachers and early-career school administrators who are pursuing school administrator licensure via the university's Masters program pathway; taught students to deepen and explore their understanding of the intersection of equity and instructional leadership as well as their own moral imperative and change management vision.
- Led a cross-university team to co-create a series of learning modules for educators across the state, designed to help educators grapple with the role of their racial and sociopolitical identity, its implications on their work with their students; monitored the extent to which that series resulted in anti-racist change and outcomes for young people and adults alike.

Policy Advocate

September 2019- Present

Massachusetts Department of Elementary and Secondary Education

- Massachusetts Department of Elementary and Secondary Education Principal Advisory Cabinet
- Massachusetts Department of Elementary and Secondary Education Research Advisory Group: Educator Effectiveness, Non-test Outcomes, Focus on BIPOC Students
- Massachusetts Education Equity Partnership, *The Education Trust*

Principal Consultant & Founder

September 2018- Present

Consulting with Ashley

- Leads organization's strategy and project management of initiatives by supporting clients in identifying and disrupting systems that disproportionately impact communities of color in order to rebuild more just ones; leverages skills in facilitation of professional learning and community-building, coaching, literary thought partnership and curriculum editing, strategic planning, and programmatic design and implementation. Notable projects in professional consulting portfolio include:
 - Museum of Fine Arts Boston, Art Finders Team
 - The Teacher's Lounge* Collaborative Massachusetts
 - Professional Development, Adult Learning and Educator Licensure Communities of Practice, and Leadership/ Instructional Coaching for various school systems and leaders throughout Massachusetts, such as Quincy Public Schools, and Bridge Boston Charter School

EARLY CHILDHOOD & K-12 EDUCATION EXPERIENCE

Leader of Professional Learning for School Leaders

October 2020- May 2022

Boston Public School District

- Created and executed a high-quality arc of professional learning in the realm of "Excellent Instruction" for a professional learning community of 20 Boston Public School district Principal and Head of School colleagues in order to deepen the extent to which they prioritize the instructional experience of students amidst COVID-19 operations; partnered with central office stakeholders in order to plan and co-facilitate a yearlong scope and sequence of professional learning in the realm of "Equitable Literacy" for 125 district school leaders, which resulted in improved data collection and adult capacity building.
- Instructed and coached sitting and aspiring school leaders through a series of strategic leadership development opportunities, which included:
 - Facilitator for Lynch Leadership Academy Webinar: "Engaging Families through an Anti-Racist Lens" & Lynch Leadership Academy Alumni Symposium
 - Mentor Principal for Aspiring Principal Fellow in Lynch Leadership Academy Program
 - Mentor and Facilitator for *Teach for America: Massachusetts* Alumni Aspiring Leaders of Color Program

Principal

Principal Fellow

May 2019- May 2022

July 2018- April 2019

Pauline Agassiz Shaw Elementary School, Boston Public School District-- Dorchester, MA

- Streamlined and developed teaching teams to ensure that 74% of 1st-3rd graders met/ exceeded expectations with Phonics and Decoding skills, and that 82% of 1st-3rd graders met/ exceeded expectations in Phonological skills (according to the December '21 administration of the Heggerty Screener)-- which represents an average of 18% growth from the September '21 administration/ per student.
- Leveraged community and stakeholder strengths in order to secure over \$100,000 in school funding (via grants, grassroots fundraising efforts, etc.) in order to address a chronic lack of resources and financial instability created by the school district's budget system and declining enrollment; ensured that \$171,000 in federal ESSER funding was deployed by the school in a manner that centered the voices and needs of students/ families through data, and was aligned to established school priorities.
- Led community of diverse internal and external stakeholders to both understand the historical context and implications of our school's structural model and empowered staff to partner with families in order to advocate for a more equitable and sustainable school model through a strategic planning lens; resulted in increased urgency around neighborhood-based K-6 school pathways and engagement at the central office and city level, which resulted in the longevity and grade expansion of the school through the [Build BPS initiative](#).

**English 9 Teacher, Classroom Climate Coach & Leadership Team Liaison
Match Corps Tutor & Teacher Resident**

Match Charter Public High School— Boston, MA

**July 2014- July 2018
August 2013- June 2014**

- Advanced network's cultural responsiveness and instructional equity goals through a classroom climate and identity affirmation strategy comprised of diverse curriculum access, educator coaching, student, family and community engagement; collaborated monthly with the school principal, network CAO, and network CEO in order to identify trends in teacher need and determine upcoming professional development opportunities ranging from instructional techniques to anti-racism in practice.

NONPROFIT EXPERIENCE

Director of Leadership & School Design

Springpoint Schools— New York, NY

June 2022- June 2025

- Designed and launched the development of a 1:1 school leadership coaching initiative for 40 school leaders across New England in order to prioritize organizational, district, and funder expectations for instructional excellence in high schools as well as individual leadership capacity assets and areas of growth; progress monitors the effectiveness of initiative through coach development and training, field research, internal and external feedback for continuous improvement; coaches 4 school principals/ assistant principals using this model.
- Designs the content for and leads the implementation of multiple communities of practice for school leaders in the Barr Foundation's Catalyze New Models portfolio and XQ Institute Super Schools, focused on building school leader capacity to sustain cultures of inquiry and lead instructional change in their schools; has co-facilitated a series of professional development for said leaders with a 100% effectiveness rate according to survey data, leadership capacity growth, and school improvement data.
- Co-leads the strategic deployment of support to schools, school systems, technical assistance providers, and philanthropic organizations in order to drive equitable change across various levels of the education ecosystem; common services include the quality control of school and district-level audits and leadership curriculum design for school leaders.

EDUCATION

Lynch Leadership Academy, Massachusetts Administrative License PreK-8

Lynch School of Education, Boston College— Boston, MA

May 2018- June 2019

Master of Effective Teaching

Charlie Sposato Graduate School of Education— Boston, MA

October 2015

Bachelor of English Literature

Kentucky State University— Frankfort, KY

May 2013

AFFILIATIONS

Boston Compact Steering Committee

Minds Matter Boston Founding Advisory Board Member

Sigma Gamma Rho Sorority, Incorporated

Breakthrough Collaborative: Cincinnati

December 2020- May 2022

Fall 2018- Present

Fall 2010- Present

Summer 2007- Summer 2013

HONORS & FEATURES

Education Week: [Districts Are Screening for Racial Biases During Teacher Job Interviews. Here's How](#)

Ed Post: [5 Ways We Can Start to Dismantle White Supremacy in Our Schools](#)

Medium: [Educator Spotlight - Ashley Davis](#)

Boston Globe: [BPS Urges Half its Students to Attend Summer School](#)

NBC10 Boston News: ["Boston Public School Principal Doesn't Let Distance Stop the Fun"](#)

KYSU Alumni Spotlight: ["Kentucky State University Alumna Changes Lives Through Education"](#)

Keynote Orator, Match Charter Public High School Graduation Ceremony

TEDx Conference Speaker: ["Language As the Ultimate Currency"](#), TEDxBostonCollege

New York Times Classroom Profile, ["More Awkward than a 9th Grader"](#)

December 2021

June 2021

March 2021

November 2020

April 2020

August 2019

June 2019

March 2019

November 2016



KRIS A. TAYLOR, ED.D

EDUCATIONAL LEADERSHIP,
ORGANIZATIONAL DEVELOPMENT,
STRATEGIST AND CONSULTANT

CONTACT INFORMATION

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<https://www.linkedin.com/in/kris-taylor-ed-d-44480032/>

SKILLS AND EXPERIENCE

- • • • Data as a lever for change
- • • • Research to improve practice
- • • • Adaptive leadership
- • • • Process Improvement
- • • • Execution and productivity
- • • • Application of adult learning principles for professional and organizational development

PRESENTATIONS

- Two time presenter at the Courageous Conversation National Summit. Proposals Accepted October 2022, Washington D.C. November 2023, Austin TX
- Presenter at University Council for Educational Administration (UCEA): Our Mission Critical: Revolutionizing the Future Through Equitable Educational Leadership, Research, and Practice. Presentation: Dissertation- Leadership Practices that Influence Student Achievement. November 2018, Houston, TX.
- Presenter at American Educational Research Association (AERA): The Dreams, Possibilities and Necessities of Public Education. Table Presentation: Recruiting Educators of Color, April 2018. New York, NY. 2018

PROFESSIONAL PROFILE

An experienced K-12 practitioner and higher education professional with effective skills in leveraging data and translating research into practice. Skilled in organizational development, cross sectional collaboration and adaptive leadership. Expertise in identifying and solving unique problems while effectively managing and collaborating with an array of stakeholders. The ability to execute a vision that results in adult learning experiences that lead to personal transformation and organizational improvement.

WORK EXPERIENCE

Director of Educational Leadership

Center for Behavioral Health, Equity and Leadership in Schools at William James College
Nov. 2020 - Present

- Lead designer of professional development for K-12 school district teams, towns, organizations and partners leading to organizational improvement.
- Founding director of a graduate certificate / principal preparation program which involves collaboration across several internal departments and statewide organizations.
- Lead writer of grants to secure funding to achieve the vision and strategic goals of the college.
- Project lead for 1.175 million dollar grant and chief collaborator with state education agency to improve teacher diversity. This project included leading a team of 15 consultants and attending to operational and content goals for successful execution and implementation of professional development for over 65 school district teams across the state.
- Secured funding for a 3-day conference for school superintendents and their leadership teams to address and achieve strategic goals and priorities. Served as creator, chief designer of content and logistics coordinator in collaboration with internal team members.
- Coach and collaborate with several K-12 district leadership teams to deliver high quality professional learning for all adult educators.
- Manage and coordinate complex projects from start to finish.

District Lead and Manager

MA Department of Elementary and Secondary Education
July 2018 - Nov. 2020

- Apply research based practices to improve academic outcomes for students in the lowest performing schools across the state.
- Led an internal equity team focused on building the capacity of state actors.
- Effective use of data and core processes to create changes in practice and outcomes.
- Conduct day-to-day project coordination, planning, and implementation across multiple teams.
- Plan and model effective in-person meetings with leadership teams across the state.

EDUCATIONAL HISTORY

Boston College, Lynch School of Education

Ed.D | Educational Leadership and Administration

Harvard University, School of Education

Ed.M | Teaching and Curriculum

University of California at Berkeley

BA | Psychology and Social Welfare Minor: African-American Studies
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BACKGROUND

San Diego, CA Native

Bakersfield High School Graduate

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PROFESSIONAL SKILLS

- Proven understanding of cross cultural and inter-racial dialogue
- A practitioner with effective skills in translating research and adaptive challenges into action.
- Expertise in anticipating and solving unique challenges having to do with adult learning.
- A systems and operational leader; a unique ability to address logistics and details to execute instructional excellence.

PRIVATE CONSULTING

- Retreat facilitator for statewide organizations and school districts focused on building the capacity to address polarized communities and organizational conflict.
- Coach and mentor to professionals focused on achieving parity by uncovering barriers, mitigating challenges and effectively responding to issues that support students, staff and families.
- Build the capacity of leaders of organizations to communicate effectively about exclusion and discrimination for geographically, linguistically, culturally and racially diverse teams.
- Create and implement practices, structures and protocols for hiring school leaders and superintendents.
- Create and implement supports for district teams achieving academic excellence for vulnerable student populations.

Additional Experience

Adjunct Professor
Boston College, Lynch School of Education
Graduate student instructor
2019 - present

- Teach online graduate courses in leadership for social justice and data for continuous learning and school improvement
- Classes meet weekly online.

Leadership Development, Director
District Office, Boston Public Schools
Served over 125 schools
2012 - 2018

- Design and manage projects to support aspiring school leaders, first year school principals and veteran school leaders

School Principal
Mildred Avenue K-8, Boston Public Schools
Served a diverse student body of over 800
2008 - 2011

- Improved state-wide scores for several grades in one year.
- Supervisor and evaluator of a staff of 55; the staff included classroom teachers, special education administrators, mental health professionals and a custodial team.
- Maintained an open door policy for all staff, students and families.

Benjamin N. Feit, J.D., Ed.D.

917.364.2103 | benjamin.n.feit@gmail.com | linkedin.com/in/bfeit

Executive Summary

Education executive, with 13+ years of experience in managerial and strategic leadership roles at mission-driven organizations committed to broadening access and opportunity for students in underserved communities.

- **Nonprofit Governance.** Advisor to boards of directors and system leaders on strategic planning, governance partnerships, and implementation of operational best practices.
- **Organizational Leadership.** As senior leader in executive and campus-based roles, managed school expansion and organizational transformation initiatives, including oversight of diverse, cross-functional teams.
- **Education Policy & Program Design.** Skilled at navigating complex policy environments and aligning key stakeholders on educational program and infrastructure efforts, securing \$130M+ to date.

Professional Experience

B. Feit Insight LLC

Consultant | 2021 – Present

Advisor to state education agencies, public school districts, charter schools, and education innovation nonprofits on capacity building, strategic planning, leadership training, program oversight, and fund development. Representative work:

Board Governance & Executive Leadership

- Trained charter school board members and leaders in New Jersey, Pennsylvania, and New Hampshire on governance-management partnerships, strategic and succession planning, and building a strong data culture.
- Advised board and superintendent of Marion P. Thomas Charter School in strategic planning process, incorporating input from 600+ stakeholders and delivering comprehensive 5-year strategic plan.

Fundraising & Development

- Worked with Uncommon Schools, Prospect Schools, and other charter organizations to successfully submit renewal and replication applications and to secure multimillion-dollar federal grants.
- Partnered with CEO of Northeast Charter Schools Network to secure Connecticut's first-ever charter schools program grant (\$24.5M) from the U.S. Department of Education.

Program Design & Evaluation

- Redesigned data collection & reporting processes for Pittsburgh Public Schools' Director of Charter Accountability.
- Facilitated year-long strategic planning effort for Rhode Island's charter sector, leading 7 charter LEAs.
- Led evaluation process of multimillion-dollar grants for KIPP Capital Region and School of Science and Technology.

Education Policy Research & Program Design

- Supported startup phases of Trio New College Network, a higher education nonprofit for nontraditional students. Partnered with high schools, universities, and nonprofits to develop novel college and career pathways.
- As consultant at the Center for Public Research & Leadership at Columbia Law School, conduct research for major philanthropic institutions on educator professional learning, teacher workforce development, and public pensions.

Boston University Wheelock College of Education & Human Development | Boston, MA

Part-Time Instructor | 2024 – Present

Teach Educational Equity and the Law to doctoral students in the Educational Leadership & Policy Studies program.

Community Training and Assistance Center (CTAC) | Boston, MA

Director, Charter School Services | 2018 – 2021

Recruited to establish charter school support business at national nonprofit providing policy, research, and technical assistance to 90+ educational institutions, community groups, and funders annually.

Democracy Prep Public Schools | New York, NY

Chief of Staff, VP of Strategy | 2014 – 2017

Deputy Chief of Staff | 2013 – 2014

Policy Manager, Assistant Director of Strategy & Development | 2012 – 2013

Senior leader at Harlem-based national nonprofit charter organization. Responsible for network growth, organizational strategy, and governance. Promoted 6 times in 5 years, serving in central office and campus-based leadership roles.

Network Expansion

- Led network's expansion from 4 schools and 100+ staff to 22 Title I schools, with 1,100+ employees in 5 states.
- Oversaw site cultivation, stakeholder outreach, and regulatory approval processes, creating 5,500 new, high-quality seats for low-income students of color in Las Vegas, Washington, DC, and Baton Rouge.
- Secured sustainable revenue streams from competitive grants (\$12.7M), federal entitlement programs (i.e., Title I, IDEA, McKinney-Vento), and private foundations (e.g., Opportunity 180, Education Forward DC).
- Built network support model and oversaw development of internal staff portal to support scaling efforts, leading to improved student achievement and civic outcomes as determined by independent evaluations.

Board Relations & Governance

- Served as Board Secretary for Camden charter and advised 9 autonomous school boards on compliance, member recruitment, and reporting out to governmental agencies.
- Reported regularly to network board on school expansion efforts, political shifts, and legal landscape.
- Collaborated with executive directors, principals, and board members across the network to review key school policies, including student, family, and employee handbooks and financial policies & procedures manuals.
- Provided legal oversight as sole attorney before General Counsel was hired. Conducted internal investigations, prepared reports to regulatory entities, and negotiated contracts with researchers, vendors, and external partners.

Team Management & School Turnaround

- Managed network team of 15 professionals in expansion management, policy, information services, school operations, and art & athletics programming.
- Served as Interim Executive Director of 675-student charter school in Washington, DC, managing 75 staff and \$10M budget. Achieved highest year-over-year staff and student retention rates in school's history.
- Led turnaround team that restructured 4 underperforming charter schools under new management. Oversaw asset allocation, staff and student transitions, and execution of corrective action plans.

United States Court of Appeals for the Third Circuit | Philadelphia, PA

Judicial Law Clerk to the Honorable Anthony J. Scirica | 2010 – 2011

Assisted former chief judge of the Third Circuit on matters on appeal from trial courts in Delaware, New Jersey, and Pennsylvania involving civil rights, consumer fraud, habeas corpus, and contract, criminal, & employment law.

Prem Tinsulanonda International School | Chiang Mai, Thailand

Physical Education Teacher & Residential Counselor | 2006 – 2007

Taught 20 lesson periods weekly, supervised 100 boarding students, and coached basketball and futsal teams.

Education

Teachers College, Columbia University

Doctor of Education (Ed.D.), Urban Education Leaders Program, 2023

Master of Education (M.Ed.) in Educational Leadership Studies, 2021

Duke University School of Law

Juris Doctor (J.D.), *magna cum laude*; Order of the Coif; *Duke Law Journal* (staff editor), 2010

Yale University

Bachelor of Arts (B.A.), *cum laude*, with Distinction in History, 2006

Select Speaking Engagements

- "Strategic, Sustainability, and Succession Planning." Board Training for the New Jersey Public Charter Schools Association, Spring 2022.
- "Establishing and Maintaining Governance-Management Partnerships." Board Training for the New Jersey Public Charter Schools Association, Winter 2021.
- "Tracking Outcomes Beyond School." Co-Presentation for the National Charter School Resource Center, August 2017.
- "Charter Closure and Restart: The Experience of Stakeholders." Co-Presenter at the National Alliance of Public Charter Schools Annual Conference, June 2017 (Washington, DC).
- "Crossing State Lines — What to Consider When Expanding." Presentation at the Charter Schools Program 2014 Meeting of Project Directors: CMO Grantees, U.S. Department of Education, Office of Innovation and Improvement, March 2014 (Washington, DC).

Coversheet

Trustee Onboarding System Approval

Section:	III. Governance
Item:	A. Trustee Onboarding System Approval
Purpose:	Vote
Submitted by:	
Related Material:	Boston Prep Board of Trustees Onboarding Checklist.pdf



Boston Prep Board of Trustees

Trustee Onboarding Checklist

Purpose and Use

This checklist serves as the Board's operational tool for onboarding, supporting, and holding trustees accountable to shared governance expectations. It translates the Board's Trustee Accountability Framework into concrete, trackable actions to ensure consistency, clarity, and follow-through.

The checklist is designed to support trustees in successfully integrating into the Board and its committees, while also providing a transparent mechanism for monitoring engagement and addressing concerns early and constructively.

How This Checklist Is Used

This document is intended to be used as a living governance tool, not a retrospective evaluation. It should be referenced:

- During trustee recruitment and onboarding
- At defined 30- and 90-day checkpoints
- As part of ongoing governance oversight throughout the year

Completion of checklist items signals that a trustee is in good standing and has received the information, access, and support required to fulfill their fiduciary responsibilities.

Roles and Ownership

Primary ownership of this checklist sits with the Director of Strategic Projects, in partnership with the Governance Chair and Board Chair. The Executive Director supports onboarding and orientation as appropriate but does not manage trustee accountability.

Clear ownership ensures that expectations are applied consistently and that follow-up occurs in a timely, professional manner.



Guiding Principle

Strong governance relies on clarity, not assumption. This checklist reflects the Board's commitment to shared responsibility, professionalism, and continuous improvement in service of the school's mission.



A. Pre-Vote / Pipeline Tasks	B. Formal Vote & Entry Tasks	C. Core Governance Orientation	D. Committee Integration
<input type="checkbox"/> Trustee nomination or inquiry received <input type="checkbox"/> Initial vetting completed (skills, capacity, alignment) <input type="checkbox"/> Executive Director introductory meeting completed <input type="checkbox"/> Board Chair introductory meeting completed <input type="checkbox"/> Committee placement identified and confirmed <input type="checkbox"/> Board composition needs reviewed against candidate profile <input type="checkbox"/> Governance Committee agrees to advance candidate <input type="checkbox"/> Governance Committee vote to recommend trustee to full Board	<input type="checkbox"/> Full Board vote to appoint trustee <input type="checkbox"/> Trustee notified of appointment and term start date <input type="checkbox"/> BoardOnTrack access granted <input type="checkbox"/> Conflict of Interest disclosure submitted <input type="checkbox"/> Board agreement / code of conduct signed	<input type="checkbox"/> Board Manual shared <input type="checkbox"/> Strategic Plan shared <input type="checkbox"/> Bylaws shared <input type="checkbox"/> Governance vs. Management expectations reviewed <input type="checkbox"/> Fiduciary duties (care, loyalty, obedience) reviewed <input type="checkbox"/> Trustee bio, headshot, and contact information collected	<input type="checkbox"/> Committee charter shared <input type="checkbox"/> Committee meeting calendar shared <input type="checkbox"/> Committee chair introduction completed <input type="checkbox"/> Committee onboarding packet shared <input type="checkbox"/> Trustee assigned a Board Buddy / mentor



E. Systems & Compliance	F. Early-Stage Accountability Checkpoints	G. Ongoing Trustee Accountability (Annual Cycle)
<input type="checkbox"/> Board and committee meeting invites added <input type="checkbox"/> BoardOnTrack training completed (if applicable) <input type="checkbox"/> Required DESE governance training completed (if applicable)	<input type="checkbox"/> 30-Day Check-In completed <ul style="list-style-type: none"> – Attendance expectations reviewed – Committee engagement confirmed – Questions or support needs identified <input type="checkbox"/> 90-Day Check-In completed <ul style="list-style-type: none"> – Meeting attendance reviewed – Committee contribution assessed – Fundraising expectations reviewed – Trustee remains in good standing 	<input type="checkbox"/> Attendance tracked (Board + Committee) <input type="checkbox"/> Committee participation monitored <input type="checkbox"/> Fundraising expectations reviewed annually <input type="checkbox"/> Trustee self-assessment completed (if applicable) <input type="checkbox"/> Governance Chair follow-up completed if concerns arise <input type="checkbox"/> Improvement plan documented if expectations are not met <input type="checkbox"/> Status resolved, escalated, or exited per accountability framework

Coversheet

Trustee Roles & Responsibilities Update

Section:	III. Governance
Item:	B. Trustee Roles & Responsibilities Update
Purpose:	Vote
Submitted by:	
Related Material:	Boston Prep Board of Trustees Requirements.pdf



Boston Prep Board of Trustees

Trustee Responsibilities & Requirements

1. Responsibilities per Bylaws

The Board holds the charter granted by the Commonwealth of Massachusetts and is responsible for ensuring that the School complies with all applicable state and federal laws and regulations, as well as ensuring that the School is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal, including but not limited to:

- Successfully completing the opening procedures process in accordance with M.G.L. c. 70, sec. 89, 603 CMR 1.00, and any guidelines issued by the Department of Elementary and Secondary Education.
- Requesting the appointment of any new Trustees and receiving approval by the Commissioner of Elementary and Secondary Education prior to new Trustees beginning service.
- Submitting timely annual reports.
- Submitting timely annual independent audits.
- Hiring, evaluating, and removing, if necessary, qualified personnel to manage the School's day-to-day operations and holding these administrators accountable for meeting specified goals.
- Approving and monitoring progress toward meeting the goals of the School's Accountability Plan.
- Adopting and revising School policies, including plans for student recruitment and retention.
- Responding to complaints in writing as required by 603 CMR 1.09.
- Ensuring that members of the Board receive an orientation and training regarding their duties and obligations as Board members.

2. Meeting Participation

- Attend **all board meetings** (typically 5 per year) and participate actively.
- Join at least **one board committee** (Governance, Finance, Development, Outcomes).
- Come prepared by reviewing materials in advance of meetings

3. Ambassadorship & Mission Support

- Act as a visible champion for Boston Prep in your networks.



- Participate in school events when possible (e.g., Career Night, Toast, Graduation).
- Support community relationships and open doors for partnerships, talent pipelines, and opportunities for students/alumni.

4. Fundraising & Resource Development

- Make Boston Prep a **top philanthropic priority**.
- Make an **annual meaningful personal gift**.
- Support fundraising efforts by leveraging networks, introductions, and participation in events.
- Attend the Toast and contribute by inviting your networks and spreading the word to your networks

5. Compliance & Documentation

- Complete all annual state-required forms (e.g., Conflict of Interest disclosure, trainings).
- Sign and follow the **Board Member Agreement, Conflict of Interest Policy, and Confidentiality Policy**.
- Participate in annual board self-evaluations and trustee assessments.

6. Term & Time Commitment

- Serve a **3-year renewable term**.
- Estimated time commitment: **~40 hours annually**, including meetings, committee work, events, and preparation.

7. State-Mandated Compliance Requirements

Financial Disclosures (BMMS Portal)

- Proposed trustees must complete and sign a financial disclosure form before commissioner appointment.
- After appointment, annual financial disclosure forms are sent each May and must be completed by **September 1** for the prior calendar year.
- Required for any trustee who served at least 30 days in the calendar year.

Conflict of Interest (COI) Summary (LMS Portal)

- COI form must be signed within **30 days** of becoming a trustee and **annually thereafter**.
- Trustees receive an electronic Docusign form on appointment and each year on their appointment anniversary.



- Forms must be completed within **30 days** of receipt.

COI Training & Acknowledgment (LMS Portal)

- Trustees must complete state COI training within **30 days** of appointment and every **2 years thereafter**.
- Trustees must also sign the COI acknowledgment form within **30 days**.

Open Meeting Law (BMMS Portal)

- Trustees must certify receipt and review of Open Meeting Law materials within **2 weeks of appointment**.
- Certification is completed via electronic Docusign link automatically sent after appointment.

Coversheet

Trustee Accountability Framework

Section:	III. Governance
Item:	C. Trustee Accountability Framework
Purpose:	Discuss
Submitted by:	
Related Material:	Boston Prep Board of Trustees Accountability Framework.pdf



Boston Prep Board of Trustees

Accountability Framework Overview

Purpose & Intent

The Trustee Accountability Framework is designed to establish clear, shared expectations for Board member engagement, contribution, and conduct. Its purpose is not punitive, but preventative: to ensure that the Board functions as a high-performing governing body capable of stewarding the school's mission, strategy, and long-term sustainability.

This framework provides a transparent structure for how trustee responsibilities are monitored, how concerns are surfaced, and how follow-up occurs when expectations are not being met. In doing so, it supports consistency, fairness, and shared responsibility across the Board.

Why This Matters

Effective governance depends on clarity. When expectations are implicit or unevenly applied, Boards risk disengagement, frustration, and misalignment between governance and management. This framework exists to reduce that risk by making trustee responsibilities explicit and by defining a predictable process for support, course correction, and—when necessary—intervention.

The framework reinforces the Board's fiduciary duties of care, loyalty, and obedience, while respecting that trustees serve as volunteers with varying capacities over time. Accountability, in this context, is about ensuring that every trustee understands what "good standing" looks like and how the Board supports trustees in meeting those expectations.

How This Framework Is Intended to Be Used

This document is intended to be a governance tool, not a performance evaluation rubric. It will:

- Serve as a shared reference point for trustees, the Board Chair, and the Governance Chair
- Be used proactively to guide conversations about engagement and expectations
- Support consistent follow-up when concerns arise, rather than ad hoc or informal interventions

The framework is not intended to replace judgment, discretion, or relational leadership. Instead, it provides structure so that difficult conversations are grounded in agreed-upon norms rather than individual interpretation.



Oversight & Stewardship

Primary responsibility for implementing this framework sits with the Board Chair and Governance Chair, in partnership with the Executive Director as appropriate. The goal is to address issues early, privately, and constructively—always in service of the school’s mission and the health of the Board.

Guiding Principle

Strong Boards do not rely on goodwill alone; they rely on clarity, mutual accountability, and shared ownership of outcomes. This framework reflects the Board’s commitment to governing with intention, professionalism, and integrity.



Option 1: Annual Commitment Agreement + Mid-Year Pressure Test

Core Idea

Each trustee signs a **one-page annual commitment**. Accountability is anchored to *what they agreed to*, not personal judgment.

Commitment Areas

- Attendance & preparation
- Committee role
- Fundraising expectation
- Strategic contributions
- Behavior & confidentiality

Moment	Action	Owner
Start of Year	Signed commitment	Gov Chair
Mid-Year	Private progress check	Gov Chair
End of Year	Renewal recommendation	Governance Committee



Option 2: Baseline Expectations + Light-Touch Enforcement

Core Idea

Set clear, minimum expectations for *every* trustee and use **predictable, low-drama follow-up** when expectations are missed.

Accountability Matrix (Illustrative)

Expectation	Standard	Owner	Monitoring Cadence	Follow-Up Trigger
Board Meeting Attendance	≥80% annually	Board Chair	Quarterly	Miss 1 meeting without notice
Committee Participation	Active on ≥1 committee	Gov Chair	Quarterly	No engagement in 60 days
Preparation	Materials reviewed in advance	Board Chair	Per meeting	Pattern of unpreparedness
Fundraising	Give/Get met by June 30	Dev Chair (copied Gov)	Mid-year & EOY	Missed mid-year benchmark
Code of Conduct	No violations	Gov Chair	Ongoing	Any breach

Follow-Up Path

1. **Nudge** (1:1 check-in; assume positive intent)
2. **Clarifying Conversation** (re-ground in expectations)
3. **Documented Note** (Governance log)



Option 3: Graduated Accountability Matrix (1st / 2nd / 3rd Incident)

Core Idea:

Create a clear, predictable escalation path for trustee underperformance or misconduct, with ownership clearly split between the Governance Chair and Board Chair.

A. Accountability Matrix

Issue Area	1st Incident	2nd Incident	3rd Incident
Missed Board Meeting (no advance notice)	Informal 1:1 check-in (Governance Chair)	Formal expectations reset + documentation (Governance Chair)	Governance Committee review + recommendation to Board Chair
Chronic Unpreparedness (pattern, not one-off)	Clarifying conversation + reminder of prep expectations (Board Chair)	Written follow-up + time-bound improvement plan (Board Chair)	Removal from committee or officer role
Committee Non-Performance	Chair check-in + support offered (Committee Chair)	Governance Chair intervention + role clarification	Reassignment or removal from committee
Fundraising Commitment Missed	Development Chair check-in (cc Gov Chair)	Governance Chair + Board Chair conversation	Non-renewal recommendation
Code of Conduct / Confidentiality Breach	Immediate Board Chair conversation	Governance Committee investigation	Removal recommendation (per bylaws)
Disruptive or Undermining Behavior	Board Chair feedback conversation	Formal warning + documentation	Request for resignation